

WRITING

SECOND GRADE

The writing competencies common to all four ELA standards that students are developing during grade 2 are:

Spelling

- Spell correctly previously studied words (e.g., grade-level multisyllabic, decodable words; irregularly spelled content and high-frequency words) in writing
- Use spelling patterns (e.g., word families) in writing
- Represent all the sounds in a word when spelling independently

Handwriting

- Write legibly all uppercase and lowercase manuscript letters

Composition

- Write in response to the reading of imaginative and informational texts
- Write a variety of compositions with assistance, using different organizational patterns (e.g., informational reports, such as compare/contrast, and sequence of events; correspondence; and imaginative stories)
- Write original text using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Make judgments about relevant and irrelevant content to include in writing
- Write sentences in logical order and use paragraphs to organize topics
- Use capitalization, punctuation, and spelling rules to produce final products
- Vary the formality of language depending on purpose of writing (e.g., friendly letter, report)
- Begin to convey personal voice in writing
- Participate in writing conferences with teachers and peers to improve own writing and that of others

Motivation to Read

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes (e.g., tell stories, share information, give directions)
- Share writing with others (e.g., participate in author's circle)

The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Use two sources of information in writing a report (UNITS 4, 6)
- Take notes to record facts by following teacher directions, with assistance (UNITS 2, 4, 6)
- State a main idea and support it with facts, with assistance (UNITS 1, 5-6)
- Use organizational patterns, such as time/order, for expository writing (UNITS 2-5)
- Connect personal experiences to new information from school subject areas, with assistance (UNITS 1-6)
- Use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly (UNITS 1-6)
- Produce clear, well-organized, short reports to demonstrate understanding of a topic (UNITS 1-2, 5-6)
- Support explanations with evidence from text (UNITS 1-6)
- Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers, with assistance (UNITS 1-6)

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Develop original literary texts that
 - create characters, simple plot, and setting, with assistance (UNITS 1, 6)
 - use rhythm and rhyme to create short poems and songs, with assistance (UNITS 4-6)
 - use descriptive language (UNITS 2, 4-6)
- Write interpretive and responsive essays that
 - identify the title, author, and illustrator (UNIT 6)
 - describe literary elements, such as plot and characters, with assistance (UNITS 1-6)
 - express a personal response to literature (UNITS 1-6)
- Create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance (UNITS 1-6)
- Create imaginative stories and personal narratives that show development and organization, with assistance (UNITS 1-6)
- Use resources such as personal experiences to stimulate own writing (UNITS 1-6)
- Use a computer to create, research, and interpret literary texts (UNITS 1-6)
- Maintain a portfolio that includes imaginative writing as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information (UNITS 1-6)
- State a main idea and provide supporting details from the text (UNITS 1, 5-6)
- Use relevant examples, such as reasons to support ideas, with assistance (UNITS 1-6)
- Express opinions and make judgments that demonstrate a personal point of view, with assistance (UNITS 1-6)
- Analyze and evaluate the author's use of plot and character in written and visual text (UNITS 1-6)
- Use effective vocabulary in expository writing, with assistance (UNITS 1-6)
- Use details from stories or informational texts to predict events (UNIT 1)
- Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

Standard 4: Students will read, write, listen, and speak for **social interaction.**

- Share the process of writing with peers and adults; for example, write with a partner (UNITS 1-6)
- Respect the age, gender, social position, and cultural traditions of the recipient (UNITS 1-6)
- Use the tone, vocabulary, and sentence structure of informal conversation, with assistance (UNITS 1-6)
- Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers (UNITS 1-6)

GRAMMAR MECHANICS USAGE

UNIT 1:

- Sentence Structure-complete thought, capital letters, punctuation marks (Tested)
- Subjects (Tested)
- Predicates (Tested)
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)
- Word Order

UNIT 2:

- Nouns (Tested)
- Proper Nouns (Tested)
- Singular/Plural Nouns (Tested)
- Plural Nouns that Change Spelling
- Possessive Nouns
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)

UNIT 3:

- Verbs (Tested)
- Verbs with Singular/Plural Nouns (Tested)
- Verbs-past, present, future (Tested)
- Verbs-am, is, are, was, were
- Subject-Verb Agreement
- Verbs-helping
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)

UNIT 4:

- Adjectives-senses, numbers, sizes, shapes, compare (-er, -est) (Tested)
- Adverbs that tell When, Where, and How
- Punctuation-colon, comma
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)

UNIT 5:

- Pronouns (Tested)
- Pronouns for One and More than One (Tested)
- Using I and Me (Tested)
- Contractions
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)
- Punctuation-apostrophe

UNIT 6:

- Capital Letters (Tested)
- Quotation Marks (Tested)
- Commas (Tested)
- Commas in Compound Sentences
- Indenting Paragraphs
- Sentence Types-statement (declarative), question (interrogative), command (imperative), exclamation (exclamatory)